

Michigan Educational Assessment Program (MEAP)
High School Test Results
Graduating Class of 2002

The number of students in the graduating class of 2002 who took all four MEAP high school tests (reading, writing, mathematics, and science) increased from 82,622 to 95,331 over last year. This is an increase of nearly 13,000 students (15.7 percent). With this increase, the number of students receiving a level 1 or 2 score—either meeting or exceeding the state standards—also increased in all four subject areas. Percentages of students in both the level 1 and 2 categories remained relatively stable, either staying the same or dipping only slightly.

Students first take the MEAP high school tests in the spring of their junior year. The tests have been developed to measure what students should know and be able to do by the end of the tenth grade. In the spring of 2002, new mathematics and science tests were introduced for the first time based on the *Michigan Curriculum Framework*. Reading and writing are also being updated and will be assessed as part of the new English language arts test for the first time next spring. All tests will then be aligned with the *Michigan Curriculum Framework*.

Because the high school tests are used for transcript endorsements and serve as the primary means to qualify for the Michigan Merit Award, students have at least two opportunities to retest—in the fall and again in the spring of their senior year. The results being released are for the graduating class of 2002 and reflect the highest scores a student has attained. Some students may have taken the test three times, others only once.

- In the class of 2002, 68,688 students taking the reading test "Exceeded" or "Met" Michigan standards compared to 65,671 students in the class of 2001. The percentage of students at or above proficiency decreased slightly from 74.2 to 71.3 percent. Reading comprehension is first measured using three different reading selections. Students are then given the opportunity to demonstrate their ability to integrate information from these selections by responding to cross-text questions. In addition, students read a short real-life scenario related to the reading selections, take a position in response to the scenario, and use information from all of the reading selections to support their position.
- The writing test asks students to reflect and report on their own writing (in response to a specific question), and requires students to write an extended response to a given topic. Of this year's graduating class, 62,865 students "Exceeded" or "Met" Michigan standards. This is an increase of over 4,500 students from last year. The percentage of students receiving a level 1 or 2 score is 68.2, compared with 68.5 percent for the previous year.

- The mathematics test requires students to apply mathematical concepts in the areas of numbers, geometry, statistics and probability, and measurement. For 2002, the number of graduating students that "Exceeded" or "Met" Michigan standards was 65,008, compared with 61,035 for last year. The percentage of students receiving a level 1 or 2 was 67.0 compared with 68.4 percent last year.
- The science test has been developed to measure scientific literacy using earth, life and physical science, as well as the ability to construct scientific knowledge and conduct investigations. Of the students in the class of 2002 taking the science test, 56,822 students "Exceeded" or "Met" Michigan standards, compared to 53,283 last year, an increase of over 3,500 students. The percentage of students receiving a level 1 or 2 was 59.2 compared with 60.3 percent last year.
- The social studies test continues to be the most challenging test for students. Of the class of 2002 students taking the social studies test, 21,022 students, or 23.0 percent "Exceeded" or "Met" Michigan standards. This percentage is down slightly from the class of 2001 when 26.6 percent of public school students "Exceeded" or "Met" Michigan standards. The social studies test has been designed to measure a student's knowledge of history, geography, economics, and civics. There is also an inquiry and decision-making component that requires a student to take a stand on a public issue presented and to support that stand or viewpoint using prior knowledge and data presented in the question, apply a core democratic value that supports the position taken, and refute an argument that would support an opponent's position on the issue.